THE EDUCATOR.

"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge."—WASHINGTON.

VOL. II. LAFAYETTE COLLEGE, EASTON, PA. THURSDAY JULY 4, 1839. No. 1.

EDITED AND PUBLISHED BY
GEO. JUNKIN,
President of Lafayette College.
ROBERT CUNNINGHAM,
Vice Prest. Prof. of Anct. Languages.

THE TERMS.—VOL. II.

1. This paper is issued every second week, making 26 numbers in the year, or volume, or 208 pages, including a title page, and an alphabetical index.

2. The price is *One Dollar* per year or volume, paid in advance.

3. A failure to notify a discontinuance before the close of the year or volume, is an engagement for the succeeding year. No paper will be discontinued until the arrears are settled, except at our own discretion.

4. Any person who shall transmit, free of cost to us, five dollars at one time, shall receive six copies in one envelope, and to one address.

5. All *communications* must be post paid: on all letters containing money to the amount of $5, and upwards, except as in term 4th, we will pay the postage.

6. Notices and advertisements, relative to Education only, will be inserted and charged at the rate of three cents per line (capitals counting two,) for the first insertion; and one cent per line for each additional one.

Thoughts on the Question. Is it just, expedient and practicable, to place teaching on the footing of other professions?

In the view given in an early number, of those features of the Prussian system which we deemed applicable to this country, we specified amongst others the provision made that no unqualified person shall open a school. In recommending the introduction of a similar clause, into the school laws of America, we met the objection, that such clause would infringe the right of the citizen to employ his talents for his own support, in whatever way he deemed best, by answering that its effect would in no respect differ from the law which requires of the Medical Practitioner, or the Barrister, that he shall exhibit evidence of his possessing the requisite fitness for the performance of the duties which he undertakes. The employment of a teacher, we remarked is a mode of livelihood, and as such ought to be free, but it is an employment vitally affecting the interests of the public, and requiring for its exercise peculiar qualifications, and as such the public are entitled to demand a guarantee of the fitness of those by whom it is exercised. In a recent number we gave an extract from the work of Mr. Leavitt as quoted in the Annals of Education in which he advocates the placing of teaching on the same footing as the other learned professions, by constituting teachers a corporate body, and protecting them in the exercise of their functions in the same manner as the members of other professions. In advocating this plan, he refers specially to the Medical profession, and illustrates the degrading influence of the position which teachers now occupy, by a graphic discription of the effect which similar treatment would produce on members of the Medical profession.

The idea suggested by Mr. Leavitt, though not new for we have heard it advocated by a member of the Irish Board of Education years ago, and have ourselves, oftener than once urged its adoption, appears to us deserving of careful consideration. Let us examine the justice, expediency and practicability of the measure proposed.

The justice of the measure rests on precisely the same footing as the existing laws for the protection of the Medical profession. In an able address delivered before the Medical Society of the State of New York,* it is mentioned that the only law relative to the profession passed before the declaration of independence, was in 1760, and was limited in its operations to the city of New York. The preamble to the act sets forth the reasons which led to its passage. It is in these words "whereas many ignorant and unskilful persons, in Physic and Surgery in order to gain a subsistence do take upon themselves, to administer physic and to practice surgery in the city of New York, to the endangering the lives and limbs of their patients, and many poor and ignorant people inhabiting the said city, who have been persuaded to become their patients have been great sufferers thereby—for preventing such abuses in future, be it enacted &c." The act then provides, that every student shall undergo an examination and receive a diploma or licence, and that a fine shall be recoverable from any one who practises without complying with the provisions of the act. This law was re-enacted in 1792 was extended to the whole state in 1797, and was re-enacted with modifications to be afterwards noticed in 1806, and again revised in 1813. The principle on which these laws proceed, is an obvious one. The right which a man has in his own labour, is inviolable, but this right must be exercised in such a manner, as not to injure his neighbour—The quack who practises on the poor or the credulous, is in this latter predicament; and society very properly interferes to protect the rights of its members from his injurious conduct by requiring some guarantee of the fitness of persons who enter on functions involving consequences so important as those which he arrogates to himself. But does not the very same principle apply to the teacher. The mind may be poisoned as well as the body—the faculties of the soul may be distorted, equally as the arms and limbs, moral diseases may be aggravated by injudicious treatment equally as bodily ailments; and although the effect may not be so immediately visible, the evil done by the one species of quacks may transcend as far that done by the other, as the soul excels the body, as time outlasts eternity.

Again, the preparatory study necessary to qualify the teacher for the right discharge of his duty, will hereafter be acknowledged to be equal, if not greater, than that which is required for the medical practitioner. Even men of liberal minds have miserably contracted ideas on this subject. They forget that the material on which the teacher is to operate is the human soul, that to fit him for his task, there must be presupposed, not merely an accurate knowledge of the subject which he is to teach but a power of reading the thoughts of others so as to ascertain when he is understood, where the difficulty presses, and how to vary his illustrations, so as to convey truth in the most intelligible form. Let it not be said that because the minds of children are immature, therefore the extent of a teachers acquirements is a matter of less importance. The immaturity of the pupils mind increases the difficulty of the teachers task. The composition of his hymns for children, tasked the mind of Watts more than that of his Logic. The groundlessness of this opinion is only equalled by its mischievous consequences. The teaching of the elements, in other words the formation of the first habits acquired at school, is committed to mere tyros in the art; and after the pupil has been incapacitated for future progress, the aid of the master is called in at a period when his services must be in a great measure unavailing. Not a knowledge of the human soul is infinitely more difficult of attainment, than of the structure of the body, and the extent of acquirement necessary for developing the intellectual and moral powers of the one, greater than that requisite for treating aright the diseases of the other.

If the difficulty of acquiring this knowledge be greater; the capability of ordinary men to judge of its possession, to distinguish between the quack and the man of real science, is if possible less. The ignorant pretender to medicine will be soon detected, the results of his practice will demonstrate his incapacity and the most credulous will cease to be duped. But how many years in certain districts of the country may a teacher altogether incompetent for the task, maintain his popularity! how few are capable of judging of the result of his labor or the waste of intellect which his ignorance or incapacity occasions. The preamble of a law then for constituting teaching a profession might run nearly in the words which we before quoted. "Whereas many ignorant and unskilful persons in the art of teaching in order to gain a subsistence do take upon them to open schools for public instruction, to the endangering of the interests of literature and morality and the grievous injury of the children whose parents have been persuaded to send them to their schools—for preventing such abuses in future be it enacted, &c.

The expediency of the measure is not less obvious than its justice. As it respects the Teacher the effect of its adoption would be to raise his employment gradually from its present degraded position to that which it ought to occupy. A

*Address by Dr. McNaughton of Albany, President of the New York Medical Society, 1837.

fence being thrown around it, the enclosed space which was formerly trodden under foot by all, would become the property of those, who for their own sakes would develope its resources.—The right of admission to the society being vested in those who had an interest in maintaining its respectability unfit persons would be excluded; The higher qualifications of Teachers would ensure a higher remuneration, and this again would operate in calling into the service higher talent and acquirement. The effect would be similar to that of the law of 1806 on medical practioners in the State of New York. "From this time, says the Report formerly referred to, the medical profession began to acquire character and respectability. The irregular proceedings by which certain members of the faculty had hitherto succeded in acquiring notoriety among the people received a check. To become fit associates for men of character and standing in the community, required the cultivation of urbanity and good breeding, on the part of those who wished to become members of the societies; so that by degrees, the great body of the profession because subject to one code of medical ethics, the obligations of which were generally acknowledged. There have always however been individuals who form exceptions to the general character of the profession, but it is acknowledged on all hands, that both in town and country there is much more harmony, much more courtesy, and much more liberality of feeling, subsisting among medical men than formerly. And what is more important to the public there has been a proportionate advancement in education, general and medical. Their frequent meetings in the societies have made them better, and more extensively acquainted with each other, while it has produced more order and emulation for professional distinction."

As it respects the public, the effect of the measure now advocated, would be similar to that stated at the close of the paragraph just quoted.—They would have the services of better educated and more thoroughly qualified men. They might have to pay higher for these services but their increased value would more than compensate for this. No mine will better repay the labor of working it than the human soul. The individual gains by the increased power which increased knowledge imparts; the State, by the check given to crime and the security which its Institutions derive, from the advancing intelligence and morality of the people.

Let us advert in conclusion to the practicability of the measure. By the law of 1806 formerly referred to, every County in the State of New York was authorized to form a County Medical Society, which when organized, as prescribed in said Act were declared to be "bodies corporate and politic, in fact and in name," each bearing the name of the County in which it was instituted. The several County Societies were impowered to examine Students, and if found qualified to grant a diploma or licence to practice.

The State Medical Society was instituted by the same act. It consists of a limited number of members called Permanent, and of a Delegate or Representative from each of the County Societies chosen for a limited time. By its charter it is authorized to examine students who present themselves for examination, either by original applications or by appeal from the decision of the Censors of the County Society. It is also empowered to regulate the County Societies provided its ordinances do not conflict with the laws of the State or of the United States.

Let a similar organization be introduced among the Teachers of this Commonwealth. Let the teachers of each county be authorized to form County Teachers Societies, which when organized shall be empowered to examine students, and grant diplomas or licences to teach. Let a State Teachers Society be instituted, consisting partly of Permanent members, partly of a Delegate from each of the County Societies, and let it be invested with powers analogous to those of the State Medical Society. And by this simple arrangement all the advantages which we have shewn would arise from constituting teaching a profession, are at once secured.

In a late number we deplored the want of union among the educational corps, and assigned this as one of the principal causes which now retard the progress of education. The immediate effect of such a measure is that proposed, would be to promote this union. Let teachers remember however, that if they would have others help them, they must help themselves. Medical men owe the protection which their profession enjoys to their own exertions. They struggled manfully to obtain the privileges which they enjoy, and in doing so they rendered a real and important benefit to society, for as the author of the address to which we have been so much indebted, well remarks in reference to a clause introduced into the law of 1813 authorising the use by quack practitioners of roots, barks or herbs the growth of the United States. "The public is more interested in the matter than we are. If the Legislature see fit to permit it, and the sovereign people deem it a privilege to have their health tampered with, or their lives destroyed by the barks and roots of the United States, be it so. Quem Deus vult perdere prius dementat."

Let teachers imitate the example set them by the medical profession. Let them make one combined effort throughout the State, to have a law passed similar to that which we have proposed, and they will do more to raise the character of their profession, and promote the best interest of their Country, than by any measure which they could recommend. The public are at this moment favorably disposed and if teachers are true to themselves they will secure their object.

First Annual Report of the Board of Commissioners of Common Schools in Connecticut, together with the first Annual Report of the Secretary of the Board.—May, 1839.

These Reports contain much to cheer the hearts of the friends of Education. The spirit of improvement is fairly roused in Connecticut. Instead of dwelling with self satisfied complacency on the glories of the past—instead of pointing continually to monuments which served only to proclaim how far they had degenerated from the men by whom these monuments were raised—the citizens of this community have started in the glorious race in which the States of the Union are now entering with one accord. With a noble generosity, the framers of these Reports do justice to the efforts which are making in neighboring States, they take shame to themselves for the supineness which, as a community, they have hitherto evinced, and if we may judge of their future progress from the efforts of the past year, they will speedily assume that position which their educational fund, and other local advantages, entitle them to occupy.

The Board of Commissioners met at Hartford on the 14th and 15th of June, 1838, and appointed Henry Barnard, Jr., a member of the Board, their Secretary. He entered on the duties of his appointment next day. In the course of the year he inspected personally more than two hundred schools in various parts of the State, held personal or written communications with school officers or teachers in more than two-thirds of all the school societies, received official returns of school visitors in more than twelve hundred districts, and besides editing the Common School Journal, devoted the months of October and November to attending conventions of the friends of Education in the several counties of the State. From these sources of information his able report is drawn up, extending over twenty-one closely printed quarto pages, with an appendix of twenty-four pages, embracing abstracts of the returns and other documents.

From this report we propose to make several extracts, both with a view to stimulate other States by the example of Connecticut, and because we are thus led to discuss topics which might otherwise escape our notice. Another advantage of such extracts is that the experience of one State is thus made available to others, fruitless experiments are saved, and encouragement is given to prosecute those which have proved successful.

Our first extract has reference to the establishment of an Educational Journal. Our readers are aware that a similar measure was proposed for Pennsylvania by the late Superintendent. Of its necessity there can be but one opinion.—Our own experience convinces us that in the present state of the public mind, it is vain to expect that such a Journal will support itself, and however zealous for the cause, our duty to others will not permit us to sacrifice more than our time and labor to the public good. The question, therefore, of the continuance of the only periodical in Pennsylvania devoted to the Common School cause, will depend on the vote of the Legislature on the motion referred to in our editorial of 11th April.—We respectfully submit to their consideration the following statement of Mr. Barnard:

"From the outset I looked upon a periodical devoted exclusively to popular education, as an indispensable auxiliary in my labors. Having secured editorial assistance and communications, and relying on the ready and generous support of parents, school officers, and teachers to second and sustain any efforts which should demonstrate its own usefulness in the work of school improvement, I issued in August the first number of the Connecticut Common School Journal. It has since been continued monthly, or semi-monthly, and besides being the depository of all laws relating to schools, and the official organ of communication between the Board and the public, it has aimed to assist school officers in the discharge of their duties, to help to form and encourage and bring forward good teachers, to furnish better plans for the construction and arrangement of school-houses, and to give information as to what had been done, or was doing in other States and countries, in this great field of popular education. More than 60,000 copies of the twelve numbers have been circulated in the State, and as it has kept aloof from the disturbing influence of party or sectarian differences, it has, it is hoped, in some measure, been serviceable to the cause it was established exclusively to promote."

The propriety of separating the office of Superintendent of Schools from that of Secretary of the Commonwealth,

has been suggested to the Legislature of Pennsylvania.—The experience of Connecticut furnishes a confirmation of the wisdom of this suggestion similar to that which we formerly produced from the Massachusetts report. The attention of the Superintendent being directed exclusively to one object, he has succeeded in awakening public interest on the subject of schools, to an extent which compared with the apathy formerly prevalent, is the strongest proof of the utility of his appointment.

"As an evidence of the impulse communicated by these school Conventions and Associations to the cause of popular education, I would mention that in the course of the past winter, one or more public addresses in reference to this subject have been delivered in one hundred and fifteen school societies—that in upwards of fifty towns and school societies, associations similar to those above recommended, have been formed, and have been, in many instances, numerously attended, enlivened and made profitable by discussions and addresses on appropriate topics—that in a few towns teachers have associated together for mutual improvement, and have adopted arrangements for visiting each others's schools, and that in more than forty school societies, a public examination of all or most of the schools have been held to the manifest interest of parents, teachers and children."

On various occasions (see vol. 1. pages 93, 115, 156,) we have urged the propriety of devolving the examination of Teachers on other bodies than the School Committees.—The same suggestion is made in this Report, preceded by the following judicious remarks on the existing practice.

"Standing first on the list, and indeed deserving to rank first on any scale of duty, if measured by its power for good or for evil, as reaching into all future time, and touching every conceivable interest, is that of examining and commissioning school teachers. The certificate of approbation, the evidence of the good character and proper qualifications of all who apply, (I wish I could say aspire) to teach in the district schools, can be given by no other committee, and without it, no teacher can legally enter a public school. That it is not so regarded is true, and that it is but little regarded in some particulars, is also lamentably true. Hence it is, that not a few who have found themselves unfit for other kinds of business, seem to be looked upon as qualified to teach the public schools. Hence it is, that many teachers are introduced into the school room, and intrusted with the education of the children, before they have undergone an examination, or received a certificate from the proper committee. Hence it is, that in some instances they are permitted to close the school without receiving any. But the examination, when it is made, is too often confined to unimportant points, not calculated to reach the merits or demerits of the teacher, and is always adapted to test the intellectual attainments of the applicant, rather than his ability at government, or facility of communicating what he knows.

Hence, it has been suggested at several of the public meetings which have been held, that the board of examiners should be farther removed, and one appointed for the county, as in Ohio, or for each senatorial district."

The income of the school fund of Connecticut is shared among the School Districts according to the number of persons between the ages of 4 and 16. The dividend for last year was a little over $104,900 or $1,25 each person, the enumeration of persons of the given age being 83,977.—The average attendance falls below the enumeration near 25,000. This non-attendance on the public school arises partly from the numbers attending private schools, partly from the non-attendance of children on any school. The Superintendent estimates the numbe of these last during the past winter at from 6000 to 8000 On the principle of distribution of the school fund, we commented freely in a recent number (vol. 1 page 180.) The number of children attending private schools, and the number growing up in entire ignorance, shew the necessity of the measures now in progress for reforming the Common Schools.

We regret to observe that the average period during which the schools are kept open does not exceed 8 months. In Pennsylvania indeed it is only six But in Connecticut so early as in 1769, according to law "each town of 70 families must maintain one good and suficient school for at least 11 months in the year. And those of less, for at least 6 months in the year." So that as Mr. Barnard remarks—"We have not made much advance in this particular in these latter days of the Republic."

The evils consequent on the frement changes of Teachers, a topic on which we have freqiently enlarged, are thus graphically described.

"Most of the teachers employed the past winter, have not taught the same school two successive seasons. Out of 1292 teachers returned, but 341 have taught the same school before. Omitting those who are engaged for the whole year, as permanent teachers, and the number is less than 240. And these were not engaged in the summer, but only for the winter. In this single fact is found an example of many of the acknowledged defects in our schools.

In the first place, nearly one month of the school is practically lost in the time consumed by the teacher in getting acquainted with the temper, wants, dispositions, and previous progress of his various pupils, with a view to their proper classification, and to the adaptation of his own peculiar modes of government and instruction. By the time the school is in good progress, the scholars begin to drop away, the school money is exhausted, and the school dismissed. After a vacation of unnecessary length, as far as the recreation and relief of the children are concerned, the summer school commences with reduced numbers, under a less vigilant supervision, with a poorly compensated teacher, to go through the same course as before;—and so on from year to year. The loss of time consequent on the change of teachers, and the long intermission between the two seasons of schooling, not only retards the progress of the school, but leads to the breaking up of regular habits of study, which will be felt in the whole future life.

In the second place, it leads to the perpetual and expensive change of school books, so much complained of, by parents. Every teacher has his favorite text books, and is naturally desirous of introducing them wherever he goes. And as there is no system adopted in relation to this subject in any society, he usually succeeds in introducing more or less of them into every school, The money now expended in the purchase of new books, caused by the change of teachers, would go far to continue the same teacher another month in the same school. Thus the district might practically gain, without any additional expense, two months schooling each year, by employing the same teacher year after year.

In the third place, this practice excludes from our common schools nearly all those who have decided to make teaching a profession, and drives them, almost as a matter of course, into private schools or academies. Out of the 1292 teachers employed, only 100 have been engaged in teaching for more than 10 years; and of this number a large proportion have only taught in the winter.

The average rate of wages for Male Teachers is $15,44 per month, exclusive of board: for female teachers $8,33. After some judicious remarks on the inadequacy of this recompense and suggesting the more general employment of females as Teachers, a proposition which we will have occassion to consider in noticing a subsequent part of the Report, Mr. Barnard thus proceeds.

"But whether these or similar considerations are acted on or not, a larger compensation must be given to teachers, and they must be engaged for a longer time, or all hope of improvement in our schools must be abandoned.

The best teachers in the state find this compensation, and the longer term of employment, now in private schools and academies, and of course there their services are commanded. Like every other article, good teaching has its marketable value, and the public cannot expect to get first rate teaching at a second rate price. But this is not all. The present practice discourages persons of the proper character as to talents and virtue, from preparing themselves for this work. What inducement is it for a young man to become a teacher, if the average rate of wages does not exceed $16 per month, exclusive of board? There is not any kind of active employment which yields so poor a return.

It is not surprising, under these discouraging circumstances, that so many teachers with insufficient qualifications are found in our schools, or that so few compared with the whole number employed, are devoted to teaching as a profession. No wonder that so many who have the requisite talents and general intelligence, fail in meeting the just expectation of parents, because they have not made the human mind, with all its capabilities, and the best method of governing it and regulating its culture, a study, and acquired facility in the work from practice. No wonder that so many of them feel estranged from their business, on account of its unexpected perplexities, arising from their inexperience, No wonder that so few exhibit but little of that ambition to excel, and build up a reputation as teacher, which is absolutely necessary to raise the character of the profession. No wonder that so many who have resorted to the occupation as a temporary employment for the winter, or for the purpose of providing the means for completing their professional, academic, or college studies, manifest quite as much interest in the progress of school hours, and bringing the season to a close, as in advancing their scholars in intellectual and moral attainments. No wonder that in some instances, at least, the school should present hardly a single feature of improvement at the close of the season, beyond what it exhibited at its opening. And who can measure the precious hours wasted, the bad intellectual habits acquired, even in the course of the past year, from the employment of teachers whom nature and study never intended for that holy work?"

Our limits will not permit us to prosecute this inquiry farther at present. In our next we shall consider the view given of the principal want of the system and the means of supplying them suggested by the Superintendent.

THE EDUCATOR.

EASTON, PA., JULY 4, 1839.

It is our purpose to modify the plan of this paper, to suit, as we suppose, the wishes of its patrons. Education is a dry subject to all who have no taste for it; and the material for diversified discussion is not very abundant. Many of the topics necessary to be discussed, are of such a nature as to be incapable of satisfactory treatment, without covering too much ground, and occupying too much time for the patience and leisure of a busy people. We therefore, propose to diversify the reading, by the introduction of a more general literature, an occasional poetic selection (or original perhaps,) some additional matter under the terracultural head, in its various interests; a miscellaneous summary, and the prices current of the leadings articles. To *edify* is our main object, and to *please* as far as may be necessary and consistent with it.

Allgemeine Deutsche Schulzeitung.

We have received the first number of a periodical under the above title, to be published every fortnight at Baltimore. The prospectus is sensible and modest. The editor expresses his conviction, that a School-Gazette in the German language may be useful in the United States, and his hope of proving its utility, and thus insuring its success. He states his object to be, to lay before his countrymen in a series of essays, original, and taken from others, views on Education in general and particularly on its present condition in Germany and the United States; on the necessity of manifold reforms in schools, and on the ways and means of carrying these into effect; on the duty of every man to promote the advancement of sound educational views, and especially on the duty of Republicans to prepare their youth by a more invigorating and generous discipline for their more extended duties as citizens of a free state.

We trust that the Editor will adhere strictly to his prospectus and in his educational discussions avoid introducing topics unconnected with his subject and on which the friends of Education entertain very different sentiments. We allude here to some remarks, in a note, to an address to his fellow citizens speaking the German language, in which the Editor expresses himself on the subject of religion in a manner which we think unguarded and uncalled for. So long as he adheres to the avowed purpose of his work, we heartily wish him success. We feel a deep interest in the advancement of sound educational views among the German population. Our original plan as our readers know, was to have the substance of the Educator republished in German. This plan was modified by Prof. Schmidt becoming the Editor of the Lutheran Church Gazette and Common School paper, under an agreement to devote a portion of his space to Education. The full developement of educational views requires, however, a paper devoted to the purpose, and provided that the work is done, and well done, we enquire not by whom.

For the Educator.

THE POLISH BOY.

"My companion told me that he was then a lad of seventeen, and had begged with tears to be allowed to accompany his brother, but his widowed mother had extorted from him a promise that he would not attempt it.

All day he had stood with his mother on the very spot where we did, his hand in her's, which she grasped convulsively, as every peal of cannon seemed the knell of her son; and when the lancers passed, she sprang from his side as she recognised in the drooping figure of an officer, with his spear broken in his hand, the figure of her gallant boy. He was then reeling in his saddle, his eye was glazed and vacant, and he died that night in her arms."

Incidents of Travel in Greece, Turkey, Russia and Poland.

"And would'st *thou* leave thy mother, boy,
Forsaken and alone?
With none to sooth her grief, if thou,
Mine orphan one, wert gone?
Thy gallant brothir left my side,
To seek the haughty foe,
But thou, my youngest, dearest one,
I cannot let *thee* go!"

"Not to revenge ny country's wrongs!
My noble Father's blood!
Not go to shield the holy cause
Of liberty—and God!
Hast lost the patriotic fire
That nerves the mother's heart,
When with a prayer, she proudly bids
Husband and *son* depart?"

I had not read *my* mother thus!
I thought her lofty brow
Ill brooked to bend its nobleness
To such as ask it now!
I deemed that all her woman's soul
With proudest thoughts would swell,
In yielding to her Father-land,
Those whom she loved so well!

And is it that thy country's life
Is not so dear to thee
As this poor heart? dost love *it* more
Than Poland's liberty?
No! thou would'st rather lay thee down
Upon my father's sod,
Than live to see thy native soil,
By tyrant conquerors trod!"

"Boy! thou hast read thy mother's heart!
One hath she proudly given
To die—it may be—in the cause
Of Poland—and of Heaven!
Thine arm is all too weak to bear
A lance against the foe—
One have I given—but *one* is left—
I cannot let *thee* go!"

The boy stood at his mother's side,—
His heart throbs wildly now,
As his brother reins his prancing steed,
And plumes his gallant brow.
And when the swords and serried spears
Waved in the morning air,
His spirit burned with eagerness
To be the foremost there!

They passed to that sad field of death—
And on the lofty hill,
The mothed clasped her boy—and gazed
All statue-like, and still.
She hears the wild, despairing shriek—
She hears the trumpet's swell—
And lists the booming sound—perchance
Her darling's dying knell!

'Tis o'er! The "Forest of the Dead"
Is strewn with heaps of slain;
And Warsaw's sadden'd streets resound
The charger's tramp again.
The "broken band" comes wearied back,
With plumes and pennons torn;
Sad are the sights which it hath seen,
Since shone the sun at morn!

The mother's eagle eye hath found
Her young and noble boy,—
She clasps him—all her agony
Is quickly turned to joy!
She clasps him—joy, which meteor-like,
Flashed o'er her spirit's sky,
Leaves but a *darker* grief—he falls
Into her arms—to die!

Proudly he fell! His spring-like heart
Did its first fragrance bring,
And laid on Freedom's sacred shrine
The holy offering.
And victory's shout was on his lip,
And joy was on his tongue,
As his bright spirit passed away
In patriotic song!

Now Poland's homes are desolate,
Her glories all are flown,—
And freedom's altar in the dust,
Is trampled fiercely down.
But the harsh Russ will strive to quench
That altar's spark in vain,
And from the smouldering ashes, yet
'Twill brightly gleam again!

M.

We give below an extract from "The American Quarterly Register," showing the style of education aimed at, and in a good degree realized by our Eastern neighbors. Thus it is, that female character is to be elevated, and the sex made to share in the intellectual labors of society: and thus society must rise. If women be trained intellectually on such a liberal scale, man must rise proportionately, and the whole race advance.

THE IPSWICH FEMALE SEMINARY.

Course of Study.

The course consists of primary studies, and two years in the regular classes, called junior and senior,

Studies and Text Books.

Primary Studies.

Written Arithmetic,	Adam's.
Algebra,	Bailey's and Day's.
English Grammar.	Murray's.
Modern & Anc't Geography,	Woodbridge's Universal Geography and Atlas and Worcester's Ancient Atlas.
History of the United States,	Sulivan's Political Class Bk.
Botany, commenced,	Phelps's.
Improvement of the Mind,	Watt's.
Rhetoric, commenced,	Newman's.

Studies of the Junior Class.

English Grammar, continued,	Murray's.
Rhetoric, concluded,	Whateley's.
Human Physiology,	Hayward's.
Euclid's Geometry,	Simson's or Playfair's.
Botany, concluded,	Beck's.
Natural Philosophy,	Olmsted's
Chemistry,	Beck's.
Astronomy,	Wilkin's.
Intellectual Philosophy.	Abercrombie's.
Philosophy of Natural History,	Smellie's,

Studies of the Senior Class.

Some of the preceding studies reviewed and continued.	
Outline of Geology,	Mather's
Ecclesiastical History,	Marsh's,
Logic,	Whateley's.
Natural Theology,	Paley's.
Moral Philosophy,	Wayland's
Analogy of Natural and Revealed Religion to the constitution & course of Nature,	Butler's
Evidences of Christianity	Alexander's.

Of these studies, Algebra, Botany, Human Physiology, Philosophy of Natural History, Butler's Analogy, and the Evidences of Christainity have been added to the course within the last ten years. This has been done by making some additions every year, when the Principal has has been present to superintend in person. The course of History, Natural Philosophy, Rhetoric, and several other branches, has been considerably extended. Calisthenic exercises and vocal music have also been added to the course.

The year is divided into two terms, and two vacations. The first or summer term, commences the last Wednesday in May, and continues sixteen weeks. The second, or winter term commences the last Wednesday in October, and continues twenty-four weeks. The regular time for admission into the school, is at the commencement of the summer and winter terms. The time for admission into the regular classes, is at the close of the academic year in April. Those, therefore, who are in school only during the summer term, never enter the regular classes. Each young lady at entrance, brings in a written statement of the studies she has previously pursued, and is thoroughly examined in such of them as belong to the regular course. The results of this examination, together with the written statement of the pupil, are recorded and preserved. At the close of the year in April, those who pass a thorough examination in the primary studies, or in such studies of the course as are equivalent to them, are admitted to the junior class. Those who are found to possess in addition, a thorough knowledge of the studies of the junior class, are admitted to the senior; and those who have passed in like manner, a strict examination in the studies of the senior class, besides all the preceding, receive a testimonial of having completed with honor the course of study in the Seminary. In recitation, the regular classes are not kept distinct; the pupils being arranged in temporary classes, as the greatest improvement of each and all requires.

Calisthenic exercises were introduced into the school in 1830. They were then limited to what is now denominated the first series. In the summer of 1833, another set of exercises was added, called the second series. In 1836, a third series was introduced, which is not ordinarily taken by any young lady during the first term of her attendance at school, nor before she has become familiar with the first and second series. With the exception of a few, who are averse to both mental and bodily effort, the course is attended to with increasing interest until its close.—These exercises can be performed either with or without music. Much attention has been paid to calisthenics since their introduction into the school, and after eight years' thorough use of the system, a high value is placed upon it, as a means of pleasant relaxation, and of promoting ease and gracefulness of motion.

In the autumn of 1830, vocal music was introduced into the school, and has been continued to the present time. All the pupils have taken part in these lessons, and very nearly all have made such progress as to join in the daily exercises in singing. The success of this department has been very decided and it has tended very much to promote the social enjoyment of the pupils, and the general welfare of the school.

The Pyramid of Cheops from "Incidents of Travel."

The base of the great pyramid is about eight hundred feet square, covering a surface of about eleven acres, according to the best measurement, and four hundred and sixty-one feet high; or, to give a clearer idea, starting from a base as large as Washington Parade Ground, it rises to a tapering point nearly three times as high as Trinity Church steeple. Even as I walked around it and looked up at it from the base, I did not feel its immensity until I commenced ascending; then, having climbed some distance up, when I stopped to breathe and look down upon my friend below, who was dwindled to insect size, and up at the great distance between me and the summit, then I realized in all their force the huge dimensions of this giant work. It took me twenty minutes to mount to the summit; about the same time that it had required to mount the cones of Ætna and Vesuvius. The ascent is not particularly difficult, at least with the assistance of the Arabs. There are two hundred and six tiers of stone, from one to four feet in height, each two or three feet smaller than the one below, making what are called the steps. Very often the steps were so high that I could not reach them with my feet. Indeed, for the most part, I was obliged to climb with my knees, deriving great assistance from the step which one Arab made for me with his knee, and the helping hand of another above.

It is not what it once was to go to the pyramids. They have become regular lions for the multitudes of travellers; but still, common as the journey has become, no man can stand on the top of the great pyramid of Cheops, and look out upon the dark mountains of Mokattam bordering the Arabian desert; upon the ancient cities of the Pharoahs, its domes, its mosques and minarets, glittering in the light of a virtical sun; upon the rich valley of the Nile, and the "river of Egypt,' rolling at his feet; the long range of pyramids and tombs extending along the edge of the desert to the ruined city of Memphis, and the boundless and eternal sands of Africa, without considering that moment an epoch not to be forgotten. Thousands of years roll through his mind, and thought recalls the men who built them, their mysterious uses, the poets, historians, philosophers, and warriors who have gazed upon them with wonder like his own.

For one who but yesterday was bustling in the streets of a busy city, it was a thing of strange and indescribable interest to be standing on the top of the great pyramid, surrounded by a dozen half-naked Arabs, forgetting, as completely as if they had never been, the stirring scenes of his distant home. But even here petty vexations followed me, and half the interest of the time and scene was destroyed by the clamor of my guides. The descent I found extremely easy; many persons complain of the dizziness caused by looking down from such a height, but I did not find myself so affected; and though the donkeys at the base looked like flies, I could almost have danced down the mighty sides.*

The great pyramid is supposed to contain six millions of cubic feet of stone, and a hundred thousand men are said to have been employed twenty years in building it. The four angles stand exactly in the four points of the compass, inducing the belief that it was intended for other purposes than those of a sepulchre. The entrance is on the north side. The sands of the desert have encroached upon it, and, with the fallen stones and rubbish, have buried it to the sixteenth step. Climbing over this rubbish the entrance is reached, a narrow passage three and a half feet square, lined with broad blocks of polished granite, descending in the interior at an angle of twenty-seven degrees for about ninety-two feet; then the passage turns to the right, and winds upward to a steep ascent of eight or nine feet, and then falls into the natural passage, which is five feet high and one hundred feet long, forming a continued ascent to a sort of landing-place; in a small recess of this is the orifice or shaft called the well. Moving onward through a long passage the explorer comes to what is called the Queen's Chambers, seventeen feet long, fourteen wide, and twelve high. I entered a hole opening from this crypt, and crawling on my hands and knees, came to a large opening, not a regular chamber, and now cumbered with fallen stones. Immediately above this, I ascended by an inclined plane lined with highly polished granite, and about one hundred and twenty feet in length, and mounting a short space by means of holes cut in the sides, I entered the King's Chamber, about thirty-seven feet long, seventeen feet wide, and twenty feet high. The walls of the chamber are of red granite, highly polished, each stone reaching from the floor to the ceiling; and the ceiling is formed of nine large slabs of polished garnite, extending from wall to wall. It is not the least interesting part of a visit to the interior of the pyramids, as you are groping your way after your Arab guide to feel your hand running along the sides of an enormous shaft, smooth and polished as the finest marble, and to see by the light of the flaring torch the chambers of red granite from the Cataracts of the Nile, the immense blocks standing around and above you, smooth and beautifully polished in places, where, if our notions of the pyramids be true, they were intended for few mortal eyes. At one end of the chamber stands a scoparagus, also of red granite; its length is seven feet six inches, depth three and a half, breadth three feet three inches. Here is supposed to have slept one of the great rulers of the earth, the king of the then greatest kingdom of the world, the proud mortal for whom this migh-

* A few years ago an unfortunate accident happened at this pyramid. An English officer, Mr. M., who had come up the Red Sea from India with his friend, had mounted to the top, and, while his friend was looking another way, Mr. M. was walking aroud the upper layer of stones and fell; he rolled down eight or ten steps, and caught; for a moment he turned up his face with an expression that his friend spoke of as horrible beyond all description, when his head sunk, his grasp relaxed, and he pitched headlong, rolling over and over to the bottom of the pyramid. Every bone in his body was broken; his mangled corpse was sewed up in a sack, carried to Old Cairo and buried, and his friend returned the same day to Cairo. There were at the time imputations that Mr. M. had premeditated this act, as he had left behind him his watch, money, and papers, and had been heard to say what a glorious death it would be to die by jumping from the top of a pyramid.

ty structure was raised. Where is he now? Even his dry bones are gone, torn away by rude hands, and scattered by the winds of heaven.*

There is something curious about this sarcophagus too. It is exactly the size of the orifice which forms the entrance of the pyramid, and could not have been conveyed to its place by any of the now known passages; consequently must have been deposited during the building, or before the passage was finished in its present state. The interior of the pyramid is excessively hot, particularly when surrounded by a number of Arabs and flaring torches. Leaving the King's Chamber, I descended the inclined plane, and prepared to descend the well referred to by Pliny. The shaft is small; merely large enough to permit one to descend with the legs astride, the feet resting in little niches, and hands clinging to the same. Having no janizary with me to keep them off, I was very much annoyed by the Arabs following me. I had at first selected two as my guides, and told the others to go away; but it was of no use. They had nothing else to do; a few paras would satisfy them for their day's labour; and the chance of getting these, either from charity or by importunity, made them all follow. At the mouth of the well I again selected my two guides, and again told the others not to follow; and, sending the two before me, followed down the well, being myself quickly followed by two others. I shouted to them to go back, but they paid no regard to me; so, coming out again, I could not help giving the fellow next me a blow with a club, which sent him bounding among his companions. I then flourished my stick among them, and after a deal of expostulation and threatening gesticulation, I attempted the descent once more. A second time they followed me, and I came out perfectly furious. My friend was outside shooting, the pyramids being nothing new to him, and unfortunately I had been obliged to leave Paul at Cairo, and had no one with me but a little Nubian boy. Him I could not prevail upon to descend the well; he was frightened, and begged me not to go down; and when he saw them follow the second time, and me come out and lay about me with a club, he began to cry, and, before I could lay hold of him, ran away. I could do nothing without him, and was obliged to follow. There was no use in battling with the poor fellows, for they made no resistance; and I believe I might have brained the whole of them without one offering to strike a blow. Moreover, it was very hot and smothering; and as there was nothing particular to see, nor any discovery to make, I concluded to give it up; and calling my guides to return, in a few moments escaped from the hot and confined air of the pyramid.

* This perhaps may be a mistake. We will hereafter present to our readers, Dr. Edward Daniel Clarke's reasons for believing that this pyramid was the tomb of Joseph.—*Ed.*

TERRACULTURAL.

THE CROPS

In this region look fine—Wheat, Rye, Oats, Corn, Potatoes—all give great promise. Perhaps the prospect has never been more encouraging. Hay crops—particularly clover—are not so full. Let farmers put in a few perches of turnips, as a remedy. Cattle thrive well on them. Corn fodder also should be the more carefully attended to. It is one of the securities against famine amongst his stock, that the farmer has so many resourses, and these successive, so that where one fails he has full leisure to seize upon another. Let the corn all be cut up close to the ground.—According to repeated experiments, it is clear that the increase of the corn will be nearly equal to our county taxes, and then with Green's straw and stalk cutter you can make your cattle eat up the whole stock from butt to tassel; and thus you will have it in the finest state for manure to the next crop.

Large coccoons.—On the 20th inst. I counted and weighed thirty-three coccoons of this year's growth and manufacture. They more than counter-balanced a 4 oz weight:—equal to 132 coccoons in the pound. They are of the sulpher color and very firm—from the coccoonery of Mr. Easton of Belvidere, New Jersey. This gentleman has practised a new method in reference to the fixtures for the worms to spin on. He sticks in between the shelves a bushy topped shrub—a whortleberry is very good—just so long that the top will spread and press upon the underside of one shelf, whilst the stem presses on the top of the one beneath. The worms ascend the stem, affix their coccoons and work, whilst there is room below to put on leaves and clean the boards. When the spinning is over, you have a beautiful tree, whose top bends with apples of silk. J.

PRICES CURRENT.

July 3, 1838.

	Easton.	Phila.
Wheat per bushel,	1 15	1 31
Rye, do.	90	1 05
Corn, do.	80	91
Oats, do.	57	58
Flour, wheat per bbl.	6 00	6 00
Rye do. do.	4 62	4 70
Beef,	10	
Hams,	15	
Mackerel,		
Butter,	16	

From the Genessee Farmer.

EDUCATION OF FARMERS.

Mr. Tucker—I have, for several years, been fully convinced that neither lawyers, nor physicians, nor clergymen, nor professors of colleges, nor any other class of the community, have so many inducements, or so many facilities for becoming really intelligent, scientific men, as farmers. No class of men have an occassion for so constant, or so extensive an application of science in their profession. Botany, mineralogy, geology, chemistry, natural philosophy, entomology, and the natural history of animals generally, are brought into use, directly or indirectly, by every farmer, almost every day he is engaged in his business.

If he should be asked, what the farmer has to do with botany, the question may be answered by asking another, viz: If the farmer has nothing to do with botany or a knowledge of vegetables, who has? Does not the whole success of his business depend upon a knowledge of the various plants he cultivates, together with many in the way of cultivation? Some may ask how can geology be used by the farmer? The first object of geology is to give a knowledge of the component parts and of the structure of the earth, and of course of the nature of soils. The question might be answered by a volume of facts; I will give but one. In New Jersey there are extensive tracts of land now worth from fifty to a hundred dollars an acre, which, a few years ago, were not worth fencing; the application of marl has effected the change. Except for a knowledge of that, the land would have continued as worthless as at first.

What use has the farmer for chemistry? A great part of his business is a series of chemical experiments. Not a furrow turned, no manure applied, not a fence made, nor a root or a plant preserved or prepared for food, without an application of chemical science. But what has the farmer to do with natural philosophy? Every plough, harrow, rake, hoe, scythe, axe, cart, wagon, yoke or harness, not constructed according to the principles of natural philosophy, imposes unnecessay labor upon man or beast.

And can entomology, or a knowledge of insects, be applied to farming? In the year 1837 a single species of insect, the wheat fly, cost one state, Pennsylvania, several millions of dollars.—The canker worm, the grass hopper, the cut worm, and numerous other insects, frequently present themselves, though small, yet powerful enemies to the farmer, who of course has occasion to understand their weakness, while he has such fatal proof of their power. The horse, the ox, the sheep, swine and other domestic animals, the farmer has occasion to understand, both in health and disease.

Some parts of the mathematics the farmer has daily occasion to use in his buiness. Practical geometry, in one form or another, comes in almost constant use in farming operations. A portion of arithmetic, is of course indispensable.

But some may say, perhaps, that however important and necessary an extensive knowledge of science may be to the farmer, he has not the facilities for acquiring it. Is that possible? Is not the daily use of any science or art, the best of all possible modes of obtaining a familiar and thorough knowledge of it? It may be questioned, even now, whether farmers do not possess a greater amount of really useful knowledge, than any other class of the community. They certainly have not so many technicalities of science.—They have not so many Latin and Greek terms to apply to things or the laws which govern them, as those devoted exclusively to scientific pursuits. But do they not know as much of things themselves? Cannot almost any farmer give the best scientific botanist much useful information about plants?

The graduate of a college may know, that what we call oak, the Romans call quercus, and that the Greeks call it drus, and still be unable to distinguish oak from chestnut. The plain unpretending farmer, though ignorant of the terms applied by the Greeks and Romans, to these useful products of the forest, could readily inform the scholar, whether a tree or a stick of timber was oak or chestnut, and whether it was white, red, gray, black, Spanish, or some other oak. Also what were its properties and uses. Of course the difference between the scholar and farmer is that the former has three terms but not an idea; while the latter has but one term and a great number of ideas connected with it. The question then comes who is the man of useful knowledge and sound learning, the ignorant farmer or the learned scholar? However it may be with others no farmer will hesitate for an answer. It may be added, that this is not merely a supposable case, but one which actually exists in thousands of instances in our country.

The first steps requisite for rendering farmers

the most truly and the most generally enlightened, as they are much the largest class of the community, is to have them understand and appreciate the knowledge they already possess; the second is for them to improve that knowledge and the natural advantages they enjoy for acquiring more. And what are these advantages? First, a farm is a far better place for acquiring really useful knowledge, and for acquiring it more thoroughly than any hall of science, which is or can be constructed and furnished by the hands of men. It is a "CABINET OF NATURE," more richly furnished with specimens, and a laboratory where chemical and philisophical experiments are going on upon a larger scale, than can be found in any High School, Academy or College.

Second, the business of the farmer, if he guides it by the hand of science, and by careful observation, furnishes means of instruction which can be found in no other profession. The laws of animal and vegetable physiology, of chemical science, of mechanical philosophy, hydrostatics and of natural science generally, can be intimately and daily developed by experiments which furnish his bread and his success in business, not only without cost, but with great satisfaction and pecuniary profit.

Third, the winter evenings of farmers, if properly occupied by reading, experimenting, and comparing the statements of books with their own experiments and observations, would furnish ample time and opportunities, for storing the mind with principles, or the general laws of science, to direct their summer operations. These evenings are spent far more profitably, if aided by "SOCIAL LYCEUMS," or weekly or semi-weekly meetings of some ten or a dozen, or even five or six neighboring farmers, for the purpose of conversation, experiments and reading on subjects previously selected for the purpose.

Fourth, as a school of morals the farmer certainly has the best. The best proof of this is its results. Whether colleges, academies, and high schools, may or may not with propriety be considered schools of morals, industry, health and of useful knowledge, farms are certainly schools peculiarly favourable for the whole.

I have here given a few brief hints on a great and interesting subject connected with the highest prosperity and the liberties of our country.—On some future occasion, if time and circumstances should permit, I may enlarge upon the subject, and shall remain, in the mean time, with high esteem,

Your friend,

J. HOLBROOK.

WHO'LL TURN THE GRINDSTONE?

When I was a little boy, Messrs Printers, I remember one cold winter's morning, I was accosted by a smiling man, with an axe on his shoulder; 'My pretty boy,' said he, 'has your father a grindstone!' 'yes sir,' said I, 'you are a fine little fellow,' said he, 'will you let me grind my axe on it?' Pleased with his compliment of fine little fellow, 'Oh yes, sir,' I answered, 'it is down in the shop.' 'And will you my man,' said he patting me on the head, 'get a little hot water?' How could I refuse? I ran and soon brought a kettle full.—'How old are you, and what is your name?' continued he, without waiting for a reply; 'I am sure you are one of the finest lads that I have ever seen; will you just turn a few minutes for me?' Tickled with the flattery, like a little fool, I went to work, and bitterly did I rue the day. It was a new axe, and I toiled and tugged, till I was almost tired to death. The school bell rung, and I could not get away; my hands were blistered,, and it was not half ground. At length, however, the axe was sharpened, and the man turned to me with 'Now you little rascal, you've played the truant; scud to school, or you'll rue it.' Alas! thought I, it was hard enough to turn the grindstone, this cold day; but now to be called 'little rascal,' was too much. It sank deep in my mind, and often have I thought of it since.

When I see a merchant over polite to his customers: begging them to taste a little brandy, and throwing half his goods on the counter, thinks I, that man has an axe to grind.

When I see a man flattering the people, making great professions of attachment to liberty, who is in private life a tyrant; methinks, look out good people, that fellow would set you to turn grindstones.

When I see a man hoisted into office by party spirit without a single qualification to render him either respectable or useful; Alas! methinks deluded people, you are doomed for a season to turn a grindstone for a booby.—*Frank. Farmer.*

A New Way to Hatch Silk Worms.

The New York Sun has a story of a bachelor from the Bay State, who went to one of the towns of Connecticut, famous for the culture of Mulberry trees, and hatching silk worms, and was presented with several pieces of paper, on which silk worm eggs were deposited, which he placed in his hat for safe keeping. As he had some distance to travel, before he reached his resting place, the eggs that had come in contact with the animal heat of his head, hatched before his arrival at home, and the young silk worms, in the pursuit of an honest living by their labor, had firmly fastened on the gentleman's hair, and were making their way to his head, to the great annoyance of the pre-existing population of that region. After several fruitless efforts were made to dislodge them, a quantity of mulberry leaves were at length obtained, and scattered over the head, to which the young worms instinctively attached themselves, and the bachelor's head was thus opportunely relieved from a greater load of live stock, than had troubled it for many years before. He now considers his caput as the best cocoonery in Connecticut.—*Franklin Farmer.*

Death to Caterpillars, &c.—The conductor of the Gardener's Magazine says, 'We can affirm from almost daily experience, that strong lime water will kill every kind of caterpillar, and even worms, snails, lizards, frogs, toads, snakes and fishes.'

Tar for Sheep.—A gentleman who keeps a large flock of sheep assures us that during the season of grazing, he gives his sheep tar at the rate of a gill a day to every twenty sheep. He puts the tar in troughs, sprinkles a little fine salt over it, and the sheep consume it eagerly. This preserves them from worms in the head, promotes their general growth, and is supposed to be a specific against rot.

To prevent Horses from being teased by flies.

Take two or three small handfuls of walnut leaves, upon which, pour two or three quarts of cold water, let it infuse one night, and pour the whole next morning into a kettle, and let it boil for a quarter of an hour;—when cold it will be fit for use. No more is required than to moisten a sponge, and before the horse goes out of the stable, let those parts which are most irritable be smeared over with the liquor, viz. between and upon the ears, the neck, the flank, &c. Not only the lady or gentleman who rides out for pleasure, will derive benefit from the walnut leaves thus prepared, but the coachman, the wagoner, and all others who use horses during the hot months.—*Farmer's Receipt Book.*

If half the pains that are expended in teaching young ladies to play well, and dance well, were employed in teaching them to talk well, men would have companions instead of playthings, and might learn to be domestic.

Tomah Dewie, a Penobscot Indian, was recently taken up by some watchmen on the English side of the St. Croix and required to swear allegiance to Queen Victoria, against which he warmly remonstrated, "Sartin me no like um fight under a *squaw king*.

Anecdote—and a pretty good one.—A young woman alighted from the stage on the road to Sanday Bay the other day, when a piece of ribbon detached itself from her bonnet and fell into the bottom of the carriage. "You have left your *bow* behind," said a lady passenger. No I aint, *he's gone a fishing*" innocently rejoined the damsel, and proceeded on her way rejoicing.—*Gloucester Telegraph.*

To whiten Straw.—Straw may be most thoroughly whitened by steeping it in muriatic acid saturated with potash.

Straw thus prepared will be flexible and retain for many years its white and shining texture.

From the Genessee Farmer.

EXTRAORDINARY NATIVE COWS.

We make another extract from Mr. Coleman's second report.

Extraordinary Cows.—I shall give an account of some remarkable animals which have been found among what are called our native cattle. It is not pretended that they constitute a distinct race or characterize a particular class of animals t but they show at least what materials are within our reach, upon which to build a stock of high character.

A cow of Samuel D. Colt, of Pittsfield, from 1st. December to 27th. April, 148 days, produced 193 lbs. of butter.

A cow owned by R. Campbell, of Pittsfield, has yielded 26 beer quarts of milk per day.

A cow owned by Hosea Merrill, gave 30 beer quarts of milk per day.

A cow owned by D. Fenn, of Stockbridge, 8 years old, produced in one week 12 lbs. 9 oz. butter. During the same time, 10 quarts of the milk were sold, and in addition, cream and milk were used freely in the family.

A cow owned by Calvin Davis, 4 years old in the spring of 1838, in 172 days produced 225 lbs. butter, and fatted a calf. An accidental injury to the cow prevented a continuance of making butter.

Two cows of Wm. Dewey, of Alford, in good season, averaged for a length of time, 14 lbs. of butter each per week.

A cow belonging to the late Dr. Hyde, of Stockbridge, for some time produced 14 lbs. of butter per week.

Two cows in Vandeusenville, produced 14 lbs. of butter each per week.

A cow belonging to ——— Millard, of Egremont, produced 14 lbs. of butter per week.

From two cows belonging to Russell Brown, in Chester, besides the free use of milk and cream in the family, 90 lbs. of butter were produced and sold in three weeks, and in four successive weeks, 114 lbs.

A cow owned in Stockbridge, by Stephen Willard, produced as follows:

In 321 successive days 331 lbs. butter.

" 284	"	"	293	"	"
" 306	"	"	318	"	"
911 days			942 lbs.		

"The above is exclusive of 25 lbs. made while fattening three calves." He adds, "my method of keeping has been grass only, from spring to fall. In the fall I begin with pumpkins and potatoes, and feed moderately during the time she gives milk. An account has been kept for only three years; but it would not vary much from the above for the twelve seasons I have had her, except the present season she has been farrow." This cow is now eighteen years old, "and will calve again about the middle of February."

Two cows owned in Pittsfield, produced each 50 lbs. of milk per day, and one other 32 lbs. at a milking.

A cow owned by Thomas Hodges, in North Adams, produced last year 425 lbs. of butter; 400 lbs. of this amount were made in nine months. Her feed consisted of one quart of rye meal, and half a peck of potatoes per day; and very good pasturing.

To this list I will add the case of another cow, in the neighboring county, whose product must be considered as quite extraordinary. She is owned by Joseph F. Upton, of Ashfield, Franklin county.

From the first of April, 1837, to the middle of February, 1838, her product was 335 lbs. 15 oz. From the 9th of May, 1838, to the 28th of December, 1838, she had produced 303 lbs. 3 oz. of butter, and was still making at the rate of one pound per day.

The owner adds, "In the year 1837, I killed my calf at three weeks old, and gave my cow the skimmed milk through the summer. I commenced the first of October to feed on potatoes. I gave her about one peck per day boiled as long as she gave milk. In the year 1838, I fattened my calf and killed it at four weeks old. It weighed 75 lbs. She has had nothing but grass this year, until the first of October; since then I have fed her with one peck of boiled potatoes per day. My cow was seven years old last spring." Her winter keep at present, while giving milk, is as much hay as she will eat, and one peck of boiled potatoes per day. These cows are all of native stock, without any admixture of foreign blood. The three cases of largest product certainly cannot be considered as examples of high feeding. It is extremely desirable that some skilful farmer should, by a judicious selection from such animals as these, endeavor to form an improved race for the dairy. I have already said that this has been attempted by one gentleman in the state.

WITCH GRASS.

Messrs Editors:—Having seen in No. 12 Vol. 7 of the Maine Farmer, an inquiry respecting Witch Grass and the mode of extirpating it, if there is any. I had a piece of land that was infested with witch grass or wild Rye, as some farmers call it. I planted the ground with Ruta Bagas two years in succession, and to my supprise the troublesome grass disappeared in toto. Since planting my own ground I was in one of my neighbor's gardens and he told me when he first ploughed his garden it was literally covered with witch grass and he planted it with Ruta Bagas three years in succession, and when I saw it there was not a spire to be seen, except, between his hedge of currant bushes and fence where the ground had not been ploughed. If this is worth any thing to you, or Penobscot, or any body else you are at liberty to make it public. Yours truly, B. A.

Pittsfield, May 4th, 1839.

Maine Farmer.

RAISING MULBERRY TREES AND GROWING SILK.

The extraordinary demand which exists at this moment, and has existed for some time past, for the species of mulberry called Morus Multicaulis, and the no less extraordinary profits which many of our fortunate fellow citizens realized last season in raising these trees, have produced quite an excitement in our community, and set men to thinking upon the subject of silk growing. The writer of this is one of those whose want of faith prevented him last spring, from accepting an offer which would have put a pretty sum into his pocket. But though then faithless, he is now on the other extreme. Let us look at the matter fairly and candidly.

The question is, not whether mulberry trees can be sold this year at the high price which they now command, but whether this is likely to become a silk raising country, and whether farmers and others in various parts of the Union, aye, in every part, are likely to add the culture of silk to other crops. It must be admitted, for experience has tested the fact, that the soil and climate of nearly every portion of the United States, is adapted to the raising of silk. It will also be admitted, that this is an article the consumption of which is rapidly increasing in this country, Great Britain, France, and South America, expensive as the fabrics manufactured from it are. It is also a fact, that it can be produced with much less toil, expense and uncertainty, then a crop of flax—furthermore, that it will call into requisition, many of those who are now comparatively idle for want of suitable employment, namely, females and children; who can pick the leaves tend silk worms, reel the silk &c. for it is well known that most of these operations are simple, and a knowledge of them can be acquired in a short time, and by a very little practice. Beside the price of silk is such as to make the raising of it a very profitable business, and it would be so even were the present prices reduced twenty five or fifty per cent, a circumstance not likely to take place in a few years, in which case, a corresponding increase of consumption may be reasonably calculated upon.

Under this view of the subject, is it not morally certain, knowing as we all do the enterprising character of our countrymen, that the article of silk will become one of the staples of this country? Not in one year, nor perhaps in five years, but as soon as the country can be supplied with trees and worms—we think so, though we may misjudge. What prevents us from exporting silk even to China, from whence we formerly imported large quantities of manufactured cotton goods, and to which we now send annually, millions of yards of an infinitely better fabric at a less price.

The value of silk and silk-goods imported into this country annually, is from twenty to twenty-five millions of dollars—we may not to able to manufacture the article for many years yet, in all the shapes which taste and luxury require, but we can manufacture all our own sewing silk, handkerchiefs, and we can also export the raw material to those, (say Great Britian and France,) where the manufacture has been carried to greater perfection, in payment of the articles which we may import from thence in a manufactured state. Mr. Gallatin, a sagacious statesman, and a close observer of men and things, said more than twenty years ago, that this country must one day become a silk growing country—and would have been so then, but that the Americans entertained the false notion that there was a mystery or grand secret in raising silk, whereas it was one of the most simple operations and as sure a crop as flax or cotton. His prediction is now coming true, at least to a certain extent the *pros* and *cons*—fairly and impartially, we cannot but think his expectation ere many years pass away will be fully realized. If so, those who are inclined to embark into the business, can run very little hazard, and may realize large profits for a year or two to come.

Silk Grower.

THE MORUS MULTICAULIS PROPAGATED IN SUMMER FROM GREEN SLIPS.

Few perhaps are aware of the facility with which the Morus Multicaulis may be propagated in summer from slips of the succulent shoots. A gentleman who cultivated a few trees the past season, informed me, that, in the latter part of the summer, after breaking off the tops of the main shoots to hasten the ripening of the wood, he stuck one of them in the ground; he thought no more of it; but in the fall, when he came to take up his trees, he found it was grown and well rooted. As the extremities of it the shoots for a few inches usually perish after they are taken up, and when they do not, are worth very little for cuttings to plant the next spring, as I have found from experience, seldom any of them growing, these may be turned to good account, by cutting them off in August, three or four inches, and planting them in beds of good earth, taking off all but the extreme leaves, shaded for a few days, and watered occasionally, they will soon take root, and by October attain 6 to 12 inches or more in height. Taken up before severe frosts, and properly secured in a cellar till spring they will make good trees the next season. All this will be so much clear gain, as it would otherwise be lost; and the trees will be benefited by the operation. But if it is intended to feed a crop of worms late in the summer, it would not be advisable to take off the extremities for cuttings, as these should be left with their leaves. If it is desired that the trees should attain the greatest possible height, leave the main shoot untopped, and take the slips from the side shoots.—*Ibid.*